# FULL-TIME EQUIVALENT (FTE) REPORTING GUIDELINES and PROCEDURES June 2002

# COLORADO COMMISSION ON HIGHER EDUCATION FTE REPORTING GUIDELINES AND PROCEDURES

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# Part 1

# STATUTORY AUTHORITY, OVERVIEW AND GENERAL INSTRUCTIONS

**Statutory Authority C.R.S. 23-1-105(1).** The Colorado Commission on Higher Education (CCHE) shall prescribe uniform financial reporting policies for counting and classifying student full-time equivalents (SFTE) for the institutions and governing boards within the state-supported system of higher education.

**Overview.** HB85-1187 mandates that CCHE develop distribution formula for general fund appropriations and cash fund tuition appropriations. Since the formula is based primarily on SFTE, SFTE must be reported accurately and consistently among governing boards and their respective institutions.

In March 2001, CCHE revised its FTE Policy. The FTE policy's goals include:

- 1. To achieve equitable utilization of state resources by specifying a uniform way to measure student full-time equivalents.
- 2. To recognize the needs of individual students and state priorities in the policies for counting and classifying student full-time equivalents.
- 3. To achieve simplicity in state administrative reporting procedures.

The FTE Policy is student-centered, measuring SFTE in terms of student enrollment activity, recognizing the statutory role and mission of institutions or institutional types, and defining the policy parameters consistent with existing statutory language.

This document provides guidance to governing boards and institutions for reporting SFTE enrollments. The attached Student Enrollment Reporting Forms (Appendix) specify the required reporting formats for SFTE. The guidelines also provide suggested steps/procedures for institutions to follow in verifying their SFTE enrollments.

**General Instructions.** The Commission's FTE Policy was effective July 1, 2001. The policy applies to all post-secondary institutions in the state supported in whole or part by state funds, junior colleges, community colleges, extension programs of state-supported universities and colleges, local district colleges, area vocational schools and the Regents of the University of Colorado and the institutions they govern. The FTE Policy nullifies previous interpretations of the former policy including general memos, informal interpretations or written exemptions. Only CCHE may interpret policy or grant exceptions. Exemptions granted under the old SFTE policy including those granted by governing boards are not recognized under the current (2001) policy.

The Commission recognizes that its guidelines may not address every possible instance. Institutions shall request an interpretation from the Commission when encountering a situation that the policy does not explicitly address. The Commission, in

conjunction with its SFTE Advisory Committee, will provide a formal interpretation that applies to all institutions. In contrast, exemptions approved by CCHE staff and entered into the public record do not alter or establish the state policy, but only apply to an institution for a particular circumstance for a specified period of time. All conclusions of the Commission are final. CCHE staff shall keep the official record of Commission-approved changes to the policy and any exemptions that have been approved.

The guidelines apply to all SFTE enrollment reporting. The guidelines contained herein shall be effective for SFTE reporting beginning fiscal year 2002-03. SFTE reports are due on the following dates:

The Fall FTE Census Report is due mid-October (approximately October 15<sup>th</sup>).

The Fall Final / Spring Census FTE Report is due February 15<sup>th</sup> or the first business day following February 15<sup>th</sup>.

The Final Student FTE Report is due July 15 or the first business day following July 15.

All questions about these guidelines should be directed to Bridget Mullen, CCHE.

# Part 2: DEFINITIONS AND CLARIFICATIONS

**Student FTE.** A full-time equivalent (SFTE) student equals 30 student credit hours at semester system schools and 45 student credit hours at schools on a quarter system.

Colorado Resident Student. A student eligible for in-state tuition classification as defined in C.R.S. 23-7-101 to 23-7-109. C.R.S. 23-7-103(IV)(k) mandates that "the establishment of a Colorado domicile shall be the burden of the person seeking to establish domicile. The registering authority of any state institution of higher education shall require the individual seeking to establish domicile to support their claim with clear and convincing evidence of the validity of the claim." Domicile for tuition purposes is defined by physical presence and intent. Each institution is responsible for having appropriate procedures for determining if a student was physically present and intended to claim Colorado as the permanent place of residence at least 12 months prior to the start of the term. See residency status guidelines below for further information.

**Cash Funded.** Institutions have the prerogative to offer courses as cash-funded activities.

#### INSTRUCTION CLAIMABLE FOR STUDENT FTE SUPPORT

The Commission's FTE policy defines the following criteria that institutions must use to determine if various types of instruction are eligible for state support. To qualify for state support, a the credit hours must meet the following four criteria:

- 1. Credit hours earned by Colorado residents.
- Credit hours earned in courses congruent with an institution's statutory role and mission.
- Credit hours offered within an institution's geographic boundaries including credit hours earned from any Internet course or interactive television course delivered by a Colorado public institution of higher education. Note: See Instruction Not Claimable for FTE support, Item #2 for further guidance.
- 4. Credit hours explicitly approved by CCHE for general fund support or eligible for state support as identified in statutes.

Or meet one of the following criteria:

- 5. Credit hours that meet the requirements of the Postsecondary Education Options Act (PSEO).
- 6. Credit Hours that meet the statutory provisions of the Fast-Track Program.

7. Credit hours for off-campus state-funded programs identified and approved by the Commission for state FTE funding.

#### INSTRUCTION NOT CLAIMABLE FOR STATE SUPPORT

- 1. Course enrollments generated by out-of-state (non-resident) students.
- 2. Course enrollments generated from enterprise operations (i.e., those exempt from TABOR). Student credit hours generated from cash-funded programs cannot be claimed for state general fund support. This policy is consistent with past CCHE SFTE policies in denying state general fund support for credit hours generated in cash-funded instruction.
- Non-credit courses.
- 4. All course sections where enrollment is closed to the general public, the curriculum is customized for an employer or customized job training or existing industry dollars fund the course.
- Remedial courses offered by four-year colleges or universities, except Adams State College and Mesa State College that may offer such instruction under their two-year role and mission.
- 6. Academic skill courses offered by four-year institutions and credits earned in vestibule remedial labs unless offered by a community college.
- 7. All transcripted credits not directly attributed to college instruction (e.g., AP, ACE, IB, and CLEP) at any two-year or four-year institution.
- 8. All enrollments for which students are not charged full tuition (e.g., tuition waivers). This stipulation excludes children and grandchildren of the displaced Auraria residents who are granted free tuition. Native American students attending Fort Lewis College under statutory role and mission may be counted for SFTE purposes regardless of tuition classification status.

#### REPORTING DEFINITIONS

Student FTE reporting should follow the level of the student. The following student levels should be used in classifying and reporting students.

#### **Definitions of Student Levels**

**Undergraduate:** Students pursuing certificates, two-year degrees, baccalaureate degrees, high school concurrent students in PSEO and fast track, non-degree seeking students and post-baccalaureate students enrolled in undergraduate courses.

**Graduate:** Students pursuing graduate degrees or students taking graduate-level courses, including

- Students with Bachelor's degrees pursuing a Master's degree.
- Students enrolled in the fifth-year of a three plus two Master's program.
- Students pursuing educational specialist, first professional or doctoral degrees.
- Students enrolled in post-doctoral courses.
- Post-baccalaureate students enrolled predominantly in Master's courses.

# **Definition of Specialized Courses**

**Basic Skills:** C.R.S. 23-1-113(A.7) states that "basic skills courses" means courses that are prerequisites to the level of work expected at a postsecondary institution and include academic skills courses and preparatory courses. By definition, basic skills courses do not count as credit for any academic degree at the institution. Vocational degrees may include remedial courses as meeting graduation requirements. See CCHE's *Statewide Remedial Education Policy, Section I, Part E, (3.01)*.

C.R.S. 23-1-113.3(2)(a) states "Adams State College, Mesa State College, any local community college and any community college governed by the State Board for Community Colleges and Occupational Education may offer and receive course-reimbursement payments from the state for basic skills courses, as defined in section 23-1-113(4)(c)." Basic skills courses allowed under CCHE policy include:

**Academic Skills Courses.** Under the *Remedial Education Policy (3.01.0)*, academic skills courses are courses teaching **study skills** necessary to succeed in college that are identified as remedial courses. Examples of academic skills courses include *Study Skills*, *College Survival Skills*, *Listening and Note Taking*, *How to Study Your Textbooks*, and *Memory and Test Taking*.

**Remedial Courses.** CCHE's *Remedial Education Policy (3.01.02)* specifically defines remedial courses as basic skills courses designed for students deficient in academic competencies necessary to succeed in a regular college curriculum, limited to:

- Reading—Courses that focus primarily on non-technical vocabulary, word identification, and reading of everyday material. The courses focus on developing the student's ability to recognize and comprehend discrete pieces of information, understand relationships explicitly stated in a paragraph or passage and comprehend words or phrases in context.
- Writing—Courses that concentrate primarily on grammar, word usage and punctuation. The courses focus on the student's ability to construct sentences with basic agreement among nouns, verbs and pronouns in the same phrase, avoid gross errors in simple sentence structures and logically select and order main ideas in a paragraph using appropriate transition words.

• Mathematics—Courses that primarily cover concepts introduced in elementary algebra, geometry and intermediate algebra. Courses focus on word problems that would most likely be solved by arithmetic, knowledge of number systems (e.g., positive and negative numbers, square roots, squares, percents, ratios and the conversion of fractions to decimals), simple equations and finding information from a graph.

### **Other Specialized Courses**

**Vocational:** Occupational specific instructional courses designed to impart work-related knowledge and skills.

**English as a Second Language**. Courses designed to develop listening, speaking, writing and basic vocabulary skills for adult students with little educational background in spoken English.

# PART 3: ADDITIONAL CLARIFICATIONS

Commission's FTE policy is supplemented by the attached guidelines. The guidelines clarify end-of-term reporting and other FTE-related terminology.

The FTE Guidelines and Reports are tied to end-of-term reporting. The guidelines follow previously adopted practices developed over several decades between CCHE and the institutions regarding how students who drop, withdraw or add classes may be reported for FTE purposes. These past practices have contributed to the consistency in SFTE reporting and are, therefore, continued in the current guidelines for reporting SFTE. Specifically:

**Census Date:** The census date is the last date of the registration adjustment period, typically a date within 15 percent of the beginning date of the term when students have the option to decide whether to drop a class without academic penalty or record or add a class. For the end of year Student FTE Report, census date affects three enrollment situations:

<u>Class Drops</u>: Students formally process out of a class within the first 15 percent of a class term and the student's transcripts do not record enrollment in this class. Students who drop classes may not be included in SFTE data.

<u>Class Withdrawals:</u> Students formally process out of a class enrollment after census date and the student receives a "W" or "NC" on the official transcripts. Students who withdraw from a class shall be included in SFTE reporting.

<u>Class Adds:</u> Students who add a course before the <u>class</u> census date can be claimed for SFTE enrollment reporting. A student who adds a class after the <u>class</u> census date is ineligible for SFTE enrollment reporting. While typically census date refers to a term census date, the more precise rule for FTE reporting is class census date to accommodate courses in which instruction may begin after the term census date. Exceptions to this later rule may be appropriate for classes whose enrollment is not counted until the end of the class term.

A record of enrollment transactions occurring after the Census Date must be generated and maintained. This record is the necessary trail showing that the student was enrolled in the course at the time of the Census Date. Class Withdrawal will be recorded on the student permanent record. Open admission institutions—community colleges and area vocational schools—may choose to maintain other transaction records of withdrawals in lieu of the student permanent record.

# Relationship of Credit Reported and Academic Activities

To establish a statewide approach for reporting FTE student enrollment, CCHE and the institutions established criteria for assigning credit hour values to courses in 1985. This section identifies the typical relationships between base contact hours, credit hours and types of faculty involvement.

**BASE CONTACT HOUR**. The faculty Base Contact Hour represents a standard measurement of consumption of faculty resources by students. It consists of the number of scheduled minutes of instructional activity involving direct contact of faculty with students in a given term utilizing a particular method of instruction. The standard measurement for a faculty Base Contact Hour except for the instructional activities listed in Table II is:

**Semester system term**: One Base Contact Hour = a minimum of 750 minutes. This translates to a MINIMUM of fifteen 50-minute hours per semester.

**Quarter system term**: One Base Contact Hour = a minimum of 500 minutes. This translates to a MINIMUM of ten 50-minute hours per quarter.

#### **TABLE I Contact/Credit Hour Conversion Table** BASE MINIMUM CONTACT HRS **INSTRUCTIONAL DEFINITIONS** FOR ONE ACTIVITY CREDIT HOUR Formal presentation/communication by faculty. Lecture 1.0 Two-way (student and faculty) communication of Recitation: 1.0 course materials. Discussion/Seminar Instructional activities conducted by faculty requiring Laboratory: 2.0 student participation, experimentation, observation or Academic/Clinical practice. Instructional activities involving training 1.5 Laboratory: employment in a work-like environment with active Vocational/Technical faculty teaching role. Painting, sculpture and other lab-type activities Art Studio 2.0 conducted by faculty. Instructional activities conducted by faculty and Field Instruction 2.5 designed to supplement individual course work. Music: Private Formal presentation in a one-to-one relationship .5 between student and instructor. Instruction Music: Studio Band, ensembles, music labs and the like conducted 2.5 by faculty. Physical education and Recreation activities Physical Education/ 2.0 conducted by faculty designed for the development of Recreation Courses skill proficiencies.

TABLE II STUDENT OUTCOME BASED TABLE		
INSTRUCTIONAL ACTIVITY	DEFINITIONS	CREDIT HOURS
Thesis/Dissertation  Study Abroad	A thesis, which may be research or expository, critical or creative work, required for graduation with a masters' degree.  A dissertation, an original investigation showing mature scholarship and critical judgment, demonstrating knowledge of research tools and methods, required for graduation at the doctoral degree level.  Thesis and dissertation credits should correlate with the scope and level of research or written work.  Credit for undergraduate experiences in which a Colorado resident student enrolled at a Colorado public college or university takes courses in a foreign country or a semester at sea. To qualify for state SFTE support, the courses must apply to a student's graduation requirements. Study abroad programs include those in which a student is fully integrated in a foreign university system where they take classes from host country faculty and study with host country students or take courses during special terms taught by the home university or college faculty. All participants in study abroad programs remain enrolled at the College institution and all credit earned while abroad is considered earned in residence. Does not include exchange student study.	Institutionally defined but credit hours allowed must be comparable to similar programs at national levels. In no case should credit be assigned that would cause credit of all types to exceed 30 semester (45 quarter) hours per academic year. Institutions must have written institutional policies and must keep records documenting how the number of credit hours awarded was determined.  Institutionally defined but must be comparable with credit hour limits at other institutions nationally. Institutions must have written institutional policies and must keep records documenting programs offering study abroad and how the number of credits hours awarded was determined.

Internships	Credit hours for placement in business and industry environments that offer degree-seeking students professional-level experience and responsibility. To qualify for state support, the internship should be well supervised and carefully structured (i.e., based on learning objectives that are related to the student's academic discipline and established in cooperation with the student, employer, and faculty advisor).	Institutionally defined but shall not exceed the number of hours that may be applied to the degree program. The institution must keep a record documenting how the number of credit hours was determined.
Student Teaching	Student teaching and practica in which college faculty are actively involved and present in the field.	Institutions should determine the relationship between faculty contact hours and credit hours granted for student teaching activities.
Independent Study or Research	Student projects or other required activities with minimal faculty associated direction where a student is formally enrolled during a period of research or independent study instruction in pursuit of a CCHE-approved degree program.	Institutionally defined but shall not exceed the number of hours that may be applied to the degree program. The institution must keep a record documenting how the number of credit hours was determined.
Vestibule Labs	Laboratory instruction in basic skills, which is provided or supervised by faculty, that is designed to improve the academic skills of students with specifically identified deficiencies. The deficiencies may be self-identified or instructor referred.  Vestibule lab instruction credit hours are only claimable by community colleges.	Minimum of 1,000 contact minutes in a semester. Vestibule hours require 1.33 contact hours to equal one credit hour.

# PART 4: GUIDANCE

The governing boards and their respective institutions are responsible for the accuracy of the student FTE enrollments they report for state-general fund support. Consequently, record-keeping and reporting responsibilities must be viewed as similar to financial accounting. Each institution must be prepared to validate reported enrollments with supporting documentation. CCHE recommends that institutions conduct periodic internal reviews of their operations and reporting systems.

#### I. VERIFICATION OBJECTIVES

The Student FTE policy review objectives are to:

- A. Determine if the institution is in compliance with tuition classification statutes.
- B. Determine if the SFTE data reported by the institution is accurate, reconcilable, and consistent with other enrollment statistics reported by the institution and its governing board.
- C. Determine if the institution's SFTE data were computed in accordance with CCHE's "Policy for Reporting Full-time Equivalent Student Enrollment" (i.e., met the criteria for state reporting and are in accordance with the conversion tables --Table I and Table II.
- D. Determine if credit hours earned by students in courses explicitly restricted from state funding are not reported as eligible for state funding.

### **INSTITUTIONAL REVIEWS**

During the institutional review, the institution should refer to the following documents for guidance and definition.

- CCHE's Student FTE policy in effect for the year reviewed. (For 2000-2001, the institutions should use the policy effective from July 1, 1997. For the 2001-2002 fiscal year, institutions are to use CCHE's Student FTE policy revised March 1, 2001.). The Full Time Equivalent Reporting Guidelines and Procedures, June 2002 version, are in effect for FY2002-03.
- Final Student Enrollment Report for the specified review period.
- Tuition records related to student refunds and modifications.
- Records, including dates, of all individual class add, drop and withdrawal transactions during the terms being reviewed.
- Class rosters or equivalents (as of census date with final grade class rosters)
- Student transcripts
- For residency and other related tests
  - 1. original student matriculation records
  - 2. copies of agreements with other schools for shared enrollments through off-campus state funded and coordinated programs

- 3. petitions for resident tuition classification
- 4. student files with documentation as required by statute when residency classifications have been made
- 5. documentation from other state agencies attesting to student residency classification where appropriate (See guidelines on reviewing residency)
- 6. institutional policies related to residency determinations
- List of CCHE approved state-funded off-campus programs and number of Commission approved student FTE by each participating institution (CCHE agenda item).
- List of CCHE approved REAP partnerships and the total dollar amounts for each partnership.
- Any written interpretations to the revised (March 1, 2001) policy that CCHE has formally published in the Commission agenda and/or minutes.
- List of exemptions granted by CCHE for the institution (CCHE agenda item).
- CCHE Policy on Service Areas of Colorado Public Institutions of Higher Education (area vocational schools (AVS), community colleges, ASC and MSC).
- List of students and credit hours generated from tuition waivers.

# PART 5: REVIEW PROCEDURES

#### A. Determine if Institution is in Compliance With Tuition Classification Statutes

**Guidance.** Only credit hours earned by students classified as in state for tuition purposes in accordance with C.R.S. 23-7-101 to 23-7-109 may be reported for state resident SFTE support. C.R.S. 23-7-103(IV)(k) mandates that the establishment of Colorado domicile rests with the person seeking to establish domicile. The domicile of an un-emancipated minor is the domicile of the parent or legal guardian with whom the minor lives. The statute requires that persons applying for in-state status must meet two tests of domicile.

- 1. Presence: Physical presence refers to the place where a person lives. A person can have only one legal residence that can be considered as physical presence for tuition classification purposes. An individual can establish proof of physical presence by providing rent receipts, lease agreements, home ownership papers or statements from landlords. To be considered physically present, a student or parent must be physically domiciled in Colorado for twelve (12) continuous months prior to the first day of classes to be classified as a resident for tuition purposes.
- 2. **Intent:** The student or parent must document that Colorado is their permanent state of residence.

Colorado's "Classification of Students For Tuition Purposes In Colorado" guidelines state "Intent, together with physical presence, establishes domicile. Intent, however, is more difficult to establish and prove. The more forms of intent that an individual can provide, the easier it is to determine if the individual has established intent. There is no one set of criteria that is applied to an individual. It is the responsibility of the individual to document peculiar circumstances."

Documenting presence without evidence of intent is insufficient. No single piece of documentation provides conclusive evidence of intent. No person may establish a domicile in Colorado solely for the purpose of changing classification from out-of-state to in-state. Colorado's guidelines state "Although individuals may be considered state residents for voting and other legal purposes after being in the state for a short period of time, the tuition law specifies additional requirements for classification as 'in-state' for tuition purposes."

The following General Classification Procedures must be followed:

Initial Classification – An initial classification for each student is made by a tuition classification officer ("registering authority"), usually in the Office of Admissions, at each Colorado publicly supported institution. The classification is based on the information provided by the applicant to the tuition classification

officer on the application for admission and at the time that the application is submitted. Failure on the part of the applicant to answer all questions or provide adequate supporting documentation supporting intent could lead to initial classification as "Out-of-State."

- □ Changes in Tuition Classification An individual classified as "out-of-state" is informed by the institution of the appropriate procedures and necessary documentation for requesting a change in tuition classification. The procedures require that a student must submit a petition for a change from "out-of-state" to "in-state" tuition status. The tuition classification officer must request and maintain adequate documentation to support any applicant's claim for change in status. The institution may require additional steps or information from the petitioner.
- Appeal Procedures Each institution must have a documented process for applicants to appeal the decision of the tuition classification officer. The appeals process includes an opportunity for the petitioner to provide supporting documentation to a panel of institutional or governing board representatives for review and resolution. The petitioner is then notified of the decision made by the appeals panel and the reasons why the petition was denied if that is the case. The decision of the appeals panel is final.
- □ **Deadlines** Each institution must inform students when they may petition for a change in residency status by publishing deadlines for requesting a tuition status change or submitting a completed petition. Once a petition has been submitted, the institution must respond within 30 days.
- □ **Emancipation** Emancipation is the parental surrender of the right to claim care and custody of a minor. According to tuition law, emancipation occurs at the age of 22 years, or upon marriage, or if:
  - The parents or legal guardians submit a written affidavit surrendering any claim or right to the care, custody and earnings of the minor, as well as the duty to support the minor, together with proof that the minor can independently meet all living expenses, including the cost of education,

#### And

2. Evidence that the parents or legal guardians are not providing financial support and proof that the minor can independently meet all living expenses, including the cost of education. Such claim must be adequately documented.

The 12-month waiting period for establishing domicile begins only after the date of emancipation has been established by appropriate documentation addressing the following:

- Qualified person means a person qualified to determine his or her own domicile.
   A person over the age of 22 years or a student commencing a post-baccalaureate degree program or an emancipated minor.
- □ **Age** According to tuition law there are three possible situations:

- 1. Individuals at least 22 years of age are eligible to establish domicile in Colorado. Physical presence and intent must be established for 12 months prior to the first day of classes. Thus, an individual will meet the requirements of the law no sooner than his 23rd birthday since the twelve-month physical presence is calculated beginning on the individual's 22<sup>nd</sup> birthday.
- 2. Individuals under 23 years of age with parents or legal guardians who have established domicile for 12 months prior to the first day of classes could be considered "in-state" for tuition purposes.
- 3. Students emancipated prior to the age of 22 are eligible to establish domicile.
- Active Duty Members of the U.S. Armed Forces and Their Dependents. C.R.S. 23-7-103(1)(c)(I) and (II) allows active duty members of the U.S. military and their dependents to be granted in-state tuition status, upon moving to Colorado on a permanent change-of-station basis.

#### **Reviewing Initial Tuition Classification Procedures**

This review ensures that institutions have established reasonable practices for initially classifying students, including un-emancipated minors (students who have not attained 22 years of age and whose domicile is determined by their parents' domicile) and emancipated students.

- 1. Institutions should take reasonable and appropriate steps to ensure that documentation supporting initial residency classifications is accurate, including one or more of the following:
  - a) The institution ensures that the Colorado's Tuition Classification form is completed and signed by the applicant attesting that the information provided is true. If the institution has granted a change in residency classification, or there has been an appeal, documentation must be kept in the applicant's file supporting the institution's decision.
  - b) An institution uses an alternative form(s) (e.g., the common application or an institutional admission application) to collect residency information. At minimum, the institution must collect information that is required on the Colorado form.
  - c) The tuition classification officer certifies that the student presented two original forms of documentation.
  - d) The institution retains at least two pieces of evidence in the student's permanent file supporting the institution's classification of the student for instate tuition.
  - e) The institution has implemented a process to verify self-reported student applicant information. For example, the institution has checked with other state agencies (Department of Revenue) to verify specific information.

**Note**: High School concurrent students enrolled in Fast Track and PSEO programs do not need to meet the 12-continuous-month test. Refer to later sections for specific review steps for PSEO and Fast-Track programs.

### **Reviewing Petitions for Tuition Reclassification**

Self-reported information is insufficient to support residency reclassifications. Student files must contain electronic or paper copies of documentation.

- 1. Review a sample of students who were initially classified as non-residents but who have petitioned for in-state status. Ensure that the institution has adequate documentation to support presence and intent as per statutory requirements. For students reclassified as in-state review accompanying documentation to ensure that each of these student's files contains accompanying documentation from the following statutory list of proof of residency:
  - a) Employment in Colorado, excluding work study, or acceptance of future employment in Colorado.
  - b) Payment of Colorado state income tax.
  - c) Primary residence in Colorado.
  - d) Graduation from a Colorado High School.
  - e) Registration of motor vehicle in Colorado.
  - f) Voter registration.
  - g) Possession of Colorado driver's license.
  - h) Ownership of residential real estate in Colorado.
- 2. Review the process that the institution used to handle appeals, including students who were granted in-state status and students whose applications were rejected.

### **Appeals Process**

- 1. Institutions should review institutional practices to ensure that:
  - a) Students appealing a classification decision received information about the statutory requirements at the time of the decision.
  - b) The time between filing an appeal and hearing the appeal was reasonable.

# B. Determine If Institution Is In Compliance with CCHE Policy Concerning Contact Hours, Credit Hour Calculations and End of Term Reporting

**Guidance**. CCHE's FTE guidelines follows past practices with regard to tests required of institutions in calculating contact hours, credit hours, class adds, drops and withdrawals and FTE reported.

### **Institutional Review Procedures**

- 1. Select a sample of class sections. Trace the reported headcount enrollment to actual class rosters.
- 2. For the courses selected, verify course credit assigned against CCHE contact/credit hour criteria or for courses listed on the outcome based table use the established institutional criteria.
- 3. Identify total credit hours generated from the course and compare with total hours and student FTE reported by the institution.
- 4. Compare credit hours listed in the catalog or bulletin against credit hours reported for the course.
- 5. Review a sample of courses and compare with CCHE list of approved programs for the institution to determine if the course is a part of a CCHE-approved degree program.
- 6. Obtain a list of class adds/drops/withdrawals for the term being reviewed and perform the following procedures:
  - Select a sample of add/drop/withdrawal transactions for testing.
  - Document census date(s) for the corresponding course.
  - Determine if course add/drop/withdrawal was properly treated for FTE reporting purposes by comparing transaction date, student permanent record, and student's reported census date credit hours.

# C. Determine If Degree Program Credit Hours Are Consistent With Statutory Limits for Associate of Arts or Bachelor Degrees

**Guidance**: C.R.S. 23-13-104 (1)(a) and (I) state it is the intent of the General Assembly that the state's system of higher education provide a high quality, efficient and expeditious undergraduate education consistent with each institution's role and mission. In achieving this, each institution is to deliver degree programs in the number of credit hours specified in the institution's course catalog. Further, the *Student Bill of Rights* (C.R.S. 23-1-125 et seq.) specifies limits for associate of arts (60 hours) and baccalaureate programs (120 hours).

#### **Institutional Review Procedures**

- 1. Obtain institutional catalogs for academic year.
  - a. Review total credit hours required for a student to complete an Associate of Arts and Associate of Science degree. If a program requires more than 60 hours, determine why the programs exceed the statutorily allowed credit hours. Compare program hours with CCHE list of approved programs and hours.
  - b. Review total credit hours required for a student to complete a baccalaureate degrees. If a program requires more than 120 hours, determine why the program exceeds the statutorily allowed number of hours. Compare program hours with CCHE list of approved programs and hours.

# D. Determine If Institution Has Correctly Reported State-Supported Credit Hours Offered Within the Institution's Geographic Boundaries

These enrollments are reported in Table 2 on the *Final Student Enrollment Report*.

**Guidance.** C.R.S. 23-1-109 directs CCHE to define geographic and programmatic service areas for Colorado public institutions of higher education. The geographic service area for all four-year institutions and the baccalaureate and graduate programs offered by Adams State College (ASC) and Mesa State College (MSC) is their physical campus. FTE reported for state support may include only enrollment generated by students classified as in state, enrolled in eligible courses delivered on-campus for state support. At the four-year colleges, credits earned in student teaching, practica, field instruction, physical education and recreation, study abroad and internships are considered exempt from the requirement for the course to be delivered on campus. See Conversion Tables I and II for discussion on credit hour conversion. See further guidance below for technology delivered courses claimable for state support. See section below for two-year programs offered by ASC and Mesa.

Four-year institutions may claim FTE for off-campus programs that have been specifically approved by CCHE, including but not limited to the Off-Campus State Funded Program and the Rural Education Access Program (REAP). Commission approval must be specific and explicit. See discussion below for further information regarding procedures for reviewing off-campus state-funded programs.

The geographic service areas defined in CCHE policy Section I, Part N Service Areas of Colorado Public Institutions of Higher Education apply to two-year colleges, area vocational schools (AVS), Adams State College (ASC) and Mesa State College (MSC). ASC service area boundaries apply to its two-year academic courses and programs; MSC's service area boundaries apply to academic and vocational programs.

C.R.S. 23-1-109(3) states that the general assembly declares its intent that all instruction at two-year institutions, including the first two years of instruction at ASC and Mesa, shall be funded throughout the institution's CCHE approved service area on the same basis as on-campus instruction. Each college that has a two-year role and mission and the four AVS schools will report the FTE by site. See Table 2 of the *Final Student Enrollment Report.* FTE generated by technology-eligible courses are reported in Table 2-T and are not included in the physical site tables. Report all SFTE delivered at high school sites in one table (Table 2-H).

### **Institutional Review Procedures**

#### For two-year colleges, two-year programs delivered by ASC and MESA and AVS.

1. Review the course schedules for the AVS, two-year college or ASC and/or MSC to identify locations where courses are being held.

- 2. Compare the locations with the geographic services areas defined by CCHE to ensure that courses and programs are being offered in eligible locations and that FTE are accurately reported by site.
- 3. Compare CCHE's published list of exemptions with exemptions reported in Table 7 of the *Final Student Enrollment Report*. Identify any courses delivered outside the service area that are being claimed for state funding that are not approved exemptions.
- For community colleges, AVS and Mesa, compare two-year programs with CCHE-approved list of two-year degree programs and certificates. Note any programs not in CCHE's approved list for these institutions and the number of credit hours involved.
- 5. Review ASC's two-year degree programs to ensure that ASC is claiming only FTE generated from academic programs (i.e., AA and AS). If differences exist, note programs and numbers of FTE involved.

### For four-year institutions (except ASC and Mesa)

- Review college course schedules/catalogs to determine if the institution is
  offering courses off-campus (Note: This prohibition does not extend to Internet or
  interactive courses. See section below for guidance and steps related to testing
  the appropriateness of Internet and interactive course FTE reported for state
  general fund support).
- 2. Identify any off-campus courses that are being claimed for state support. Verify that these are eligible (e.g. student teaching, internships state-funded, off-campus programs, and REAP programs, etc.).

# E. Determine If Institution Correctly Reported Basic Skills Courses Credit Hours

#### Guidance.

C.R.S. 23-1-113.3 directs that CCHE adopt and the governing boards implement standards and procedures for offering basic skill courses. Only community colleges, local district colleges and ASC and Mesa may receive state support for remedial courses as specified in statute. Only community colleges may receive state support for academic study skills courses.

C.R.S. 23-1-113.3 (1) (c) states that "Notwithstanding the provisions of paragraph (b) of this subsection (2), Metropolitan state college of Denver and the university of Colorado at Denver are prohibited from offering basic skills courses (i.e., remedial and academic study skills courses) either directly or through contract with an institution specified in paragraph (a) of this subsection (2).

CCHE policy (Section I, Part E, Statewide Remedial Education Policy) requires that all institutions providing basic skills courses—whether delivered for cash or state support—shall collect and report data regarding students taking basic skills courses. C.R.S. 23-1-113.3 (4) (a) mandates that the Commission transmit annually data on basic skills students to the education committees of the senate and the house of representatives, joint budget committee and the department of education. Institutions providing basic skills courses (whether funded by general or cash funds) must report the credit hour activity by student on the SURDS Enrollment file and the summary SFTE data for basic skills instruction in Table 4, Basic Skills of the Final Student Enrollment Report.

**Vestibule Laboratories.** Community colleges through the provision of basic skills training may report credits calculated from student participation in vestibule laboratories even though tuition is not paid so long as the laboratory is under direct faculty supervision and records are maintained of the actual hours of each student's participation.

#### **Institutional Review Procedures**

- 1. Review institutional course catalogs to determine if academic skills and/or remedial courses are being offered.
- 2. Review Table 4 of the Final Student Enrollment Report, which includes all students taking remedial courses whether cash-funded or state-funded. If a four-year institution other than ASC or MSC, determine that all credits have been reported appropriately. Note: Four-year institutions cannot claim FTE support for remedial or academic study skills credit hours but may provide such courses if these courses are cash-funded. Metro and UCD may not offer any such cash-funded programs.
- 3. At community colleges, local district colleges and ASC and MSC, identify total number of student credit hours generated through remedial courses from FTE Report, Table 4. Compare with numbers reported by institution to CCHE.

- At community colleges, local district colleges, ASC and MSC, identify total number of student credit hours generated through academic study skills courses. Compare with amounts reported by institution to CCHE on the Final Student Enrollment Report (Table 4: Basic Skills).
- If the institution is a four-year institution (excluding ASC and MSC), select a sample of courses and review actual course rosters and credit hours. These credits should be reported in the right columns of Table Four of the SFTE guidelines.
- 4. Review course schedules of Metro and UCD to determine if they list any courses that are remedial or academic study skills. If so, list as an issue to be resolved.
- 5. At community colleges only, review credit hours reported from vestibule laboratories. Compare actual hours with hours recorded for students in vestibule laboratories. Compare credit hour conversions with the requirements listed at Additional Considerations, Vestibule Laboratories.
- 6. Review institutional policies regarding faculty supervision of vestibule labs. Vestibule lab records should show that faculty provide and supervise the instructional activity claimed for SFTE support.
- 7. Review Conversion Table II to determine number of vestibule lab hours required and conversion equation to calculate credit hours. Compare hours reported with requirements in Table II.
- 8. Compare credit hours claimed with total vestibule hours using the conversion table and equation to ensure the number of hours claimed is appropriate.

F. Determine if The Institution Has Met Requirements For Reporting Instruction Offered Through Internet, Interactive Television or Other Technological Means

### Guidance:

C.R.S. 23-1-109 states that all instruction offered outside the geographic boundaries of the campus, including instruction delivered by television or other technological means, may not be claimable for state support unless exempted by policy or action by CCHE. The Commission's FTE policy allows institutions to claim Internet and interactive television courses for state support or offer such instruction as an enterprise activity. If a course is cash-funded, the institution cannot claim it for FTE funding.

Technology-delivered courses claimed for state support must meet the parameters below or they will be considered cash-funded courses and not eligible for state support. All public institutions—two-year and four-year—may receive state general fund support for Internet and interactive television courses meeting the following requirements:

- 1. Students claimed for FTE support must be classified as in-state residents.
- 2. Courses must be part of a CCHE approved degree program for the institution offering the course or program.
- 3. Interactive television courses must have at least 51 percent interaction with students taking the course.

#### **DEFINITIONS**

- Interactive televised course is a course that is delivered live using technology that allows the student to see the instructor and discuss issues during the televised sessions (i.e., the student at the remote site can immediately respond to a question posed by the instructor at the host site during the class). To be eligible for FTE funding, 51% of the scheduled course meetings must be interactive.
- Internet course is a course in which the student actively participates in a course using computer software to view demonstrations, hear lectures, participate in threaded conversations, and respond to assignments on the web. To qualify for FTE funding, all class meetings must be delivered on the web, excluding the midterm and the final examination. The institution delivering the Internet class may determine the appropriate examination site and method. The examinations may be either on the web or on site at the institution.

#### **Institutional Review Steps**

#### INTERACTIVE TELEVISION COURSES

- Review four-year and two-year college course schedules to identify all courses delivered via interactive television. Review these courses to differentiate those delivered for state funding and those delivered as enterprise operations (cashfunded). Note: To be eligible for state general support, interactive television courses must meet all of the requirements described above.
- 2. Compare state-funded interactive courses with the curriculum of CCHE-approved programs to ensure that courses and programs offered are part of approved degree seeking programs for that particular institution.
- 3. Compare credit hours for interactive courses with on-campus courses to ensure that credit hours are equivalent.
- 4. Review course syllabi for all interactive courses to determine if 51% of the class sessions are delivered and meet CCHE's definition for interactive television.
- 5. Determine if the institution has the capacity to deliver courses using interactive technology as defined.

#### **INTERNET COURSES**

Review four-year and two-year college course schedules to identify courses delivered via Internet. Identify those courses that are delivered for state funding and those that are delivered as enterprise operations (cash-funded). Note: To be eligible for state general support, Internet courses must meet all of the requirements described above.

- 1. Review course syllabi for all Internet courses to determine if these courses met the definition for an eligible Internet course. See definition above.
- 2. Compare credit hours of Internet courses with credit hours for the same courses offered on-campus to ensure that the credit hours are equivalent.
- 3. Calculate credit hours for these courses and determine if the data reported on the Student FTE Report is accurate.
- 4. Identify all distance education courses that do not qualify as Internet or interactive television and verify that these FTE are reported in the columns labeled "Not Claimable for State Support."

# G. Special Consideration for Certain Out-of-State Students As Provided In Colorado Statutes.

**Guidance.** Colorado statutes identify certain circumstances in which out-of-state students may be charged in-state tuition. In addition, the statute allows institutions to claim the credit hours generated by reciprocity students and Olympic Training Center Athletes for state support up to the maximum FTE allowed in law or CCHE policy.

Out-of-State Students That Are Eligible for In-State Tuition and State Funding
Institutions should report these students as in-state students on all files and claim the
FTE generated by these students as eligible for state support.

<u>CCHE-Approved Reciprocity Agreements.</u> C.R.S. 23-1-112 allows students participating in this program to be claimed by Colorado institutions for state general fund, up to the maximum number of FTE allocated to the institution by CCHE. Colorado has approved reciprocity agreements with New Mexico and Utah.

<u>Colorado Educational Exchange Program (CEEP).</u> C.R.S. 23-3.3-601 allows students to be reported as in-state students for the purposes of assessing tuition, enrollment reporting, and budgetary reporting. The institution must be approved by CCHE to participate in the Colorado Educational Exchange Program. No student may be a recipient or participant for more than one year.

<u>Olympic Training Center Athletes.</u> C.R.S. 23-7-105 allows athletes living in Colorado Springs and training at the Olympic Training Center, or at a facility in Colorado Springs approved by the Olympic governing board to be considered instate students for the purposes of assessing tuition and generating FTE reimbursable credits at any state-supported institution of higher education.

<u>WICHE Regional Graduate Program.</u> C.R.S. 23-1-108(10) allows graduate or first professional students participating in this program to be claimed by Colorado institutions as in-state students for the purposes of assessing tuition, enrollment reporting, and budgetary reporting.

# Out-of-State Students That Are Eligible for Special Tuition Rates But Who Are Not Eligible for State SFTE Support

Institutions should report these students as out-of-state students on all files and may not claim these students for state support.

<u>Canadian Military Personnel and Their Dependents.</u> C.R.S. 23-7-106 provides that any member of the military forces of Canada stationed in Colorado, or the dependent of any such member, shall receive in-state tuition status at any institution of higher education in this state. No member of the Canadian military shall be deemed to be stationed in this state unless he maintains a full-time

principal residence in this state. In- state tuition status for Canadian military personnel or their dependents shall terminate at the conclusion of the current quarter or semester upon transfer to any station outside this state.

<u>Chinese and Russian students in Graduate Public Policy Programs.</u> C.R.S. 23-7-107 allows students from The Commonwealth of Independent States (Russia) and the People's Republic of China in graduate public policy programs to be allowed to receive in-state tuition. However, these students may not be counted as resident students for any purpose other than tuition classification.

<u>WICHE Undergraduate Exchange Program (WUE).</u> Students participating in the WUE program are assessed 150% of the in-state tuition rate of the Colorado institution. The enrollment in the WICHE undergraduate program is not reportable for state general fund.

### **Institutional Review Steps**

- 1. Review institutional lists of students by each program. Review courses taken and credit hours reported for each of these programs to ensure that institution has claimed appropriate number of student FTE and excluded students where appropriate as defined in statute and CCHE policy. Determine how the institution reported student credit hours taken by students in each of the programs. (Note: In some cases the institution may claim student credit hours generated while in others students may be assessed in-state tuition but may not be claimed for FTE state support).
- 2. Review institutional reports to ensure that institution has reported in the Final Student Enrollment Report all U.S. military and Canadian military personnel or their dependents separately as required by statute.
- 3. Review credit hours generated by U.S. military or dependents to determine if courses or programs were taken on military bases. Identify any courses offered on base and the number of credit hours from these students.
- 4. Review list of approved Colorado Educational Exchange Program (CEEP) institutions to ensure that institution is approved to participate. From list of students compare CEEP students for current and past year to ensure that students have not participated for more than one year as required by statute.
- 5. Review students participating in WICHE, Olympic Training Center Athletes and CCHE-approved reciprocity agreements to ensure that the student FTE claimed agree with number of students in each program and credit hours reported. See End of Year Reports for further guidance.
- Determine if institution has enrolled any Chinese or Russian students in graduate
  public policy courses. Review classifications of these students to determine if
  student credit hours have been reported as out-of-state students in accordance
  with statute.

# H. Postsecondary Education Options Enrollment (PSEO)

#### Guidance.

The data for all K-12 concurrently enrolled students are reported in Table 5: High School Student Concurrent Enrollment of the *Final Student Enrollment Report*. The form differentiates this enrollment group into four categories: Postsecondary Options, Fast Track, Non-Degree Seeking, age 17 or over and Non-Degree Seeking, Under age 17.

C.R.S. 23-60-103 (3) states that "Postsecondary" means related to instruction of students over the age of sixteen years and not enrolled in a regular program of kindergarten through grade 12 in a public, independent, or parochial school. The statute provides for dual funding for high school students to enroll in college-level courses who are receiving dual credit. The state-funded dual credit programs include PSEO and Fast Track.

C.R.S. 22-35-101 (The Post Secondary Education Opportunity Act) allows high school students not more than 21 years old, in the 11th or 12th grade to take courses offered by an institution of higher education.

If a high school student is enrolled in a college course and not participating under PSEO (C.R.S. 23.35-105) or is enrolled in a course offered during the high school summer school break (C.R.S.22-35-108), the institution of higher education may claim the FTE for any credits that comply with the provisions of CCHE's FTE Policy (e.g., consistent with role and mission, on-campus or within the college service area). These students should be reported as special, non-degree seeking students on the SURDS Enrollment file and Table 5: High School Student Concurrent Enrollment of the *Final Student Enrollment Report*.

If high school students are enrolled in a course that is pre-college level or offered for high school credit only, either at the request of the school district or student, the institution of higher education shall be reimbursed by the school district for costs pursuant to the cooperative agreement between such institution and school district. In these cases, the higher education institution may NOT claim FTE funding for these students (C.R.S. 22-35-105 (b)). These students should be reported as special, non-degree seeking students on the SURDS Enrollment file and Table 5: High School Student Concurrent Enrollment of the *Final Student Enrollment Report*.

To claim enrollment for general fund support under Postsecondary Options, the following requirements must be met:

- 1. Student must have completed more than 2 years but less than 4 years of high school.
- 2. Student must be enrolled in Colorado public high school.

- 3. The student must submit the STATEWIDE AGREEMENT BETWEEN COLORADO SCHOOL DISTRICT and a COLORADO COLLEGE HIGH SCHOOL CONCURRENT ENROLLMENT form, signed by the school district, prior to enrollment in the college course.
- 4. The student's post-secondary credit hours must be recorded on a college transcript.
- 5. Courses taken by a student must be applicable toward the graduation requirements of an approved college degree or certificate, excluding any remedial courses required in AAS or AGS degrees.
- 6. The student's tuition must be paid by the student, or in the cases of financial hardship, the school district. Tuition cannot be waived.

### **Institutional Review Steps**

- 1. Determine if institution has enrolled any high school students participating in PSEO. If so, review the statutorily required agreements between the institution and the school district. Ensure that the agreement specifies the financial arrangement for the program if the course is not offered on the college campus.
- 2. Review list of all students participating in the program to ensure that all students have completed at least two years of high school and no more than four years. Determine if any fifth-year seniors have been included in the program. If so, verify that these students are not included in FTE eligible for state support.
- 3. Request signed student contract (CCHE form required for all students enrolled after December 31, 2001). Match number of contracts to number of headcount reported by term.
- 4. Review the institutional records for each student to ensure that credit hours reported for general fund support have been recorded on a college transcript.
- 5. Review courses to determine if any are below college level instruction, courses designed for high school students or remedial. Identify number of students involved and credit hours reported for any such courses. If so, verify that these students are not included in FTE eligible for state support.
- 6. Review courses offered to determine if any credit hours reported for FTE support were Advanced Placement or International Baccalaureate classes. If so, verify that these students are not included in FTE eligible for state support.
- 7. Determine if all students enrolled in PSEO program have paid tuition at the time of enrollment. C.R.S. 22-35-105 III states that the pupil or the pupil's parent or guardian shall pay to the institution of higher education the amount of tuition to which the institution would be entitled on behalf of a regularly enrolled student taking such courses; except that, for any state-supported institution of higher education, such amount of tuition shall not exceed the in-state tuition rate charged by such state-supported institution of higher education. Section 8 of 22-35-105 (III) states that the school district shall reimburse the tuition for the first two courses completed per academic term (college term).
- 8. Determine if any PSEO students received financial aid. If financial aid award including any dollars whose source is state or federal dollars (including reallocated general fund money to institutional scholarship programs), the institution needs to refund these dollars to the state.

#### I. Fast Track Credit Hours

#### Guidance.

The data for all K-12 concurrently enrolled students are reported in Table 5: High School Student Concurrent Enrollment of the *Final Student Enrollment Report*. The form differentiates this enrollment group into four categories: Postsecondary Options, Fast Track, Non-Degree Seeking, 17 years of age or older and Under the age of 17.

C.R.S. 23-60-103 (3) states that "Postsecondary" means related to instruction of students over the age of sixteen years and not enrolled in a regular program of kindergarten through grade 12 in a public, independent, or parochial school. The statute provides for dual funding for high school students to enroll in college-level courses who are receiving dual credit. The state-funded dual credit programs include PSEO and Fast Track.

C.R.S. 22-34-101 directs that the High School Fast Track Program is open to any 12th grade student who has fulfilled high school graduation requirements. Participating students may take one or more postsecondary courses for college credit. The course may be taught at the high school facility or at a higher education site. The school district shall pay the students tuition up to 75 percent of the per-pupil-operating-revenue as defined in C.R.S. 22-54-103(9). Higher education institutions may claim FTE funding for these students.

# **Institutional Review Steps**

- Determine if institution is participating in a fast track program. If so, request list of all students whose credit hours the institution is reporting for student FTE support. Review list of students to ensure that:
  - All students reported for FTE support are in the 12th grade.
  - All students reported for FTE support in the fast track program have completed their high school graduation requirements.
- 2. Request signed student contract (CCHE form required for all students enrolled after December 31, 2001). Verify headcount reported by term.
- Review enrollment data for fast track students to determine how many credits they actually enrolled per term. Verify Table 5 of the *Final Student Enrollment Report*.
- 4. Review financial data to ensure that school districts paid full tuition for students enrolled under fast track at the time of enrollment. Statute allows a school district to pay up to 75 percent of the PPOR (per pupil operating revenue) for tuition for fast track students.

# J. Credit Hours For Off-Campus State-Funded Programs Approved by the Commission for State FTE Funding

Under current CCHE policies, three situations off-campus are explicitly approved for state support:

- Off-Campus State Funded Program Policy
- Rural Education Access Programs
- Exemptions for individual courses/approved programs

The FTE data for the Off-Campus and REAP programs are reported in Table 3 of the *Final Student Enrollment Report* and CCHE-approved exemption data are reported in Table 7 of the *Final Student Enrollment Report*. If a REAP program is delivered on-line, also report the SFTE on Table 2-I: Courses Delivered Via Interactive Television or Internet of the *Final Student Enrollment Report*.

#### Guidance.

C.R.S. 23-1-109(5) states that the Commission shall set policies, after consultation with the governing board of institutions, that define which courses and programs taught outside the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its system-wide funding recommendations to the general assembly. By policy, Section IV, Part D, Off Campus State-Funded Programs, the Commission annually reviews both the priorities and sets the maximum FTE funding levels for rural and urban programs for the next year's Off-Campus, State-Funded Program. By Commission policy, requirements for practicum/internship experiences, number of required and elective hours, core and emphasis requirements, comprehensive examinations, assessment efforts and thesis standards shall be the same for off-campus programs as for on-campus programs. Commission's approved Off-Campus State-Funded Programs allow four-year institutions to offer courses beyond their geographical campus and to receive state funding. Institutions may claim no more FTE for each program than the maximum number approved by the Commission. The FTE must be documented and reported separately, by both Rural and Urban on the Final Student Enrollment Report. See the Commission policy on Off-Campus State-Funded Programs, Section IV, Part D.

In its FY2000-01 budget request, CCHE received funds for the Rural Education Access Program (REAP). This program creates partnerships between two-year community colleges and four-year institutions to provide access to baccalaureate programs in geographically isolated areas of the state. Requirements for practicum/internship experiences, number of required and elective hours, core and emphasis area requirements, comprehensive examinations, assessment efforts and thesis standards shall be the same for off-campus programs as for on-campus programs.

### <u>Institutional Review Steps</u>

- Obtain the Commission's list of approved Off-Campus, State-Funded Programs that lists the institutions, number of FTE that may be included by institution and maximum number of FTE that may be claimed statewide and institutionally by these programs.
- 2. For participating institutions, review the FTE reported for each program and compare with the Commission list of fundable FTE.
- Compare the credit hours for the Off-Campus, State-Funded programs with their equivalents in the college catalog for on-campus programs to ensure that the number of credit hours is equivalent.
- 4. Review previous year institutional off-campus program catalogs of cash-funded programs to identify the number of credit hours for the program when it was cash-funded. Compare with the credit hours now that the program is state-funded to ensure that credit hours have remained the same (not increased or decreased).
- 5. Obtain list of REAP programs, institutional proposals and MOU for each of these programs.
- 6. Review REAP student transcripts to compare credit hours taken by REAP eligible students with total credit hours reported on student FTE enrollment reports to ensure that these numbers agree.
- 7. Compare credit hours for REAP courses with credit hours for the same oncampus course at the offering four-year institution to ensure that the credit hours are the same for both.
- 8. If CCHE has approved an exemption request for a course in the current year, these should be claimed on Table 7 CCHE-Approved Exemptions of the *Final Student Enrollment Report*.

# K. Institutions Offering Cross-Registered Courses

#### Guidance.

Inter-institutional, consortium agreements, and coordinated programs provide for shared courses (e.g., courses offered by an institution that are available to students enrolled at another institution). Student credit hours can be reported by only one institution. Institutions entering into an inter-institutional agreement need to ensure that cooperative agreements are signed by both parties and the agreement is explicit.

In the absence of a signed agreement, the institution offering the course will report the student credit hours and receive the funding (tuition and general support) for the student credit hours. If an inter-institutional agreement exists, the institution designated as the institution providing the instruction is the only institution that will report SFTE, conditional that the institution offering the course must have degree approval to offer the course. Where the course is offered (campus or service area), determines whether the credits are eligible for state support. Regardless, SFTE is only reported once.

#### **Institutional Review Steps**

- Determine if institution is a party to an inter-institutional agreement for shared courses. Review inter-institutional agreement to determine what courses and programs are offered and identify which institution is to claim credit for FTE generated.
- Obtain list of shared courses, names and student identification numbers of students enrolled in the shared course, and the institution at which each student matriculated.
- 3. Calculate student credit hours.
- 4. Compare credit hours to those reported by institutions participating in the interinstitutional agreement to ensure that student credit hours were claimed only once
- 5. Determine where students taking shared courses were enrolled. Check institutional records to determine whether the "home" institution claimed headcount.

### L. Courses and Credits Not Reportable for SFTE Support

**Guidance.** CCHE's FTE Policy prohibits institutions from reporting student credit hours from some courses. Examples of credit hours that may not be claimed are as follows:

<u>Credit by Exam or Challenge.</u> Course credit awarded for the successful completion of an academic exemption test and recorded by direct posting to the student's transcript without enrollment in any class section.

Credit for Advanced Placement/International Baccalaureate Course credit awarded for the successful completion of a course delivered in high school under Advanced Placement or International Baccalaureate Program may not be claimed for FTE.

Credit for Evaluated Prior Learning. Credit awarded for demonstrated learning gained prior to enrollment in an institution, through such activities as employment, volunteer work, in-service training, professional seminars and independent study.

Educational and Career Orientation/Planning. Counseling and advising activities designed to acquaint the student with the total range of services provided by the institution and/or collegiate environment and assistance in using these services.

Tutorials. Students working one-to-one with an instructor on an informal basis for purposes of supplementing classroom activities.

# **Institutional Review Steps**

- 1. Review institutional polices for the types of courses listed above to ensure that the institutional policy is consistent with CCHE FTE Policy.
- 2. Request institutional list of all student credit hours generated through credit by exam, tutorials, prior learning and educational and career planning. Review with institutional officials to determine how these credit hours were reported.
- 3. Determine if any of the credit hours were reported for state general fund support. If so, identify the total number of credit hours reported.

# M. Tuition Waiver Constraint in FTE Policy

In 1990, the State Attorney General issued an opinion affirming CCHE's authority to fund scholarship, grants and other financial assistance, and within the Commission's authority, the ability to determine if institutions may grant tuition waivers. The policy explicitly excludes enrollment of children and grandchildren of the displaced Auraria residents and Native Americans at Fort Lewis College.

Consistent with CCHE's current policies all credit hours claimable for FTE funding must be generated under a uniformly applied tuition schedule. A tuition schedule may differentiate tuition by student level, degree program and delivery method but no differentiated rate may be lower than the uniform minimum full-time and part-time rates assessed from all lower division, in-state students. The only exceptions to this policy include:

- Local district colleges that may have one base rate for students residing in the local district versus another for other in-state students.
- First-professional UCHSC programs with unique base rates (e.g., UCHSC's School of Medicine, School of Dentistry, School of Pharmacy).
- Specific Long Appropriations Bill language permitting tuition adjustments or differentials.

A waiver is broadly defined as a scholarship granted to a special group pf students, e.g., employees or employees' dependents. Institutions may report SFTE generated by students receiving institutional scholarships provided that the following conditions are met:

- □ The employee must pay the tuition and fees when registering for the course. The employee may reimburse the student if the course is successfully completed, i.e., student earns a passing grade.
- □ The course or courses taken by an employee must benefit the State or enhance the employee's job performance in accordance with State Fiscal Rule 2-8.04.
- □ There must be a published application process, recipients must submit an application, and qualify under institutional-defined criteria. Recipients of employee/dependent scholarships must be notified of the eligibility conditions.

Employees or dependents receiving institutional scholarships must be reported on the Student Unit Record System (SURDS) Financial Aid File.

No state-appropriated financial aid funds may be used to fund institutional employee/dependent restricted scholarships. Private or federally funded scholarships awarded to employees or employee dependents are subject to the specifications of the funder and the institution may claim the SFTE.

# **Institutional Review Steps**

- 1. Review institutional scholarship policies to determine if state-appropriated financial funds are used for employee or employee dependent scholarships (tuition waivers).
- 2. Review institutional scholarship policies and determine if employee or employee dependent scholarship recipients meet the criteria specified.

# APPENDIX FINAL STUDENT ENROLLMENT REPORTING FORMS